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ABSTRACT

The document summarizes findings of the Center for Women's Opportunities (CWO) study of female students enrolled in vocational/occupational programs at ten two-year colleges. Survey results indicate: (1) 60% of the students were under 21, single, full-time students; 40% were over 21, married or divorced, full- or part-time students; (2) 84.4% were white, 9.3% black, and 6.3% of other ethnic minorities; (3) 41% enrolled to prepare for immediate employment upon graduation, 25.6% enrolled to increase general knowledge, and 23% planned to transfer; (4) 56% were enrolled in traditional (75-100% female enrollment) programs, 16% in non-traditional (1-25% female enrollment) programs, and 28% in neutral programs; and (5) respondents appeared to have little exposure to vocational aptitude testing or counseling in either high school or college. Additional analyses of institutional related problems for the female student, model support programs and services, possible sex bias in financial aid programs, and the expansion of curricula are presented. Extensive appendices include the student survey questionnaire and interview outline, comparison questionnaire responses of male and female students, a listing of exemplary programs for women in two-year colleges, and a listing of additional funding sources. A lengthy bibliography completes the document. (LH)

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Women in Community and Junior Colleges

Carol Eliason

Report of a Study on
Access to Occupational Education

ED148429

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Foreword

This project grew out of the deep concern of Eileen Rossi, former president of the American Association of Women in Community and Junior Colleges, for the need to bring to the attention of the educational community current factual information and recommendations regarding the changing needs of female students in two-year colleges. With assistance from Claire Olson, then of the AACJC office of governmental affairs, a proposal was developed to assess the status of the nearly two million women students in occupational education in the 1200 two-year, post-secondary institutions that serve them.

The proposal was accepted and the project funded by the Carnegie Corporation of New York.

The study amassed a wealth of valuable data, only a limited amount of which can be covered in this report. Additional funds are currently being sought by the Center for Women's Opportunities of the Association to analyze and disseminate detailed information on such topics as models for apprenticeships and child care on two-year campuses as well as the changing patterns in training and vocational education for target populations, including minority and handicapped women.

It is hoped that this product will encourage community college vocational teachers, counselors, administrators and trustees to implement needed changes. To local, state and national vocational education planners this report offers the challenge of providing needed technical and financial assistance to the community and junior colleges in their locales.

To women community college students and staff, we challenge you to work for advancing the cause of economic equity through educational equity for women.

Carol Eliason
Project Director

The research project described in this report was performed pursuant to provisions of a grant from the Carnegie Corporation of New York—awarded to the American Association of Community and Junior Colleges and its affiliate council, the American Association of Women in Community and Junior Colleges. The opinions expressed herein are based on the findings of the study as interpreted by the project staff and do not necessarily reflect those of the Carnegie Corporation, AACJC, or AAWCJC.

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Contents

I. Center for Women's Opportunities Survey 1

II. Institutional Problems and Prospects 7

III. Support Programs and Services 12

IV. Federal Legislation and Funding Sources 16

V. The Private Two-Year College 19

VI. Summary of Findings 20

VII. Appendices 25

Appendix A. Student Questionnaires and Guidelines 25

Appendix B. Status of Women in Two-Year Colleges: Interviewers and Study Sites 38

Appendix C. Male and Female Attitudinal Responses to Q. 35 ... 39

Appendix D. Female Vocational Testing Experiences in Response to Q. 21 41

Appendix E. Male and Female Responses to Q. 33 Regarding Fair Treatment 42

Appendix F. Male and Female Ratings of Student Services in Response to Q. 34 43

Appendix G. Model Exemplary Programs/Services in Two-Year Colleges Not Included in CWO Occupational Survey 44

Appendix H. Additional Funding Sources 45

Appendix I. Occupational Distribution of U.S. Women vs. Community College Women 48

Appendix J. Responses on Reasons for Attending 48

Selected Books 49

Selected Journal Articles 57

I. Center for Women's Opportunities Survey

The best kept secret in higher education today is that community colleges have the talent and tools to prepare women for well paying positions in the American work force. There is some question, however, as to whether the institutions are prepared to assign those resources to this important task.

There is a quiet revolution taking place on the campuses of two-year colleges across the United States. Data prepared during recent months by the National Center for Education Statistics reveal a sharp decline in the number of male veterans returning to colleges and a marked increase in enrollment of women as part-time and full-time students.[1] Women are the only population group in higher education that has shown measurable growth over the past five years, now numbering over two million in two-year colleges. They should be the hope of the future for institutional planners, but too often they are ignored or overlooked.

A recently completed year-long AACJC/AAWCJC study of women students attending two-year colleges focused on those who are enrolled in vocational or occupational programs. Analysis of the practices of 10 representative two-year colleges indicates that a golden opportunity lies ahead for the institution that acknowledges the quiet revolution and responds to the particular needs of women students.

Report Sums Up Research

This report summarizes the findings of the Center for Women's Opportunities (CWO) research effort. The duration of the study was September, 1976, to August, 1977. The 10 colleges were visited in the fall of 1976. A five-point plan of data collection was used to determine how these two-year colleges were responding to the surge of female enrollment.[2] This included:

1. Literature search and review of relevant statistical sources.
2. Design and distribution of survey instruments to gather specific information on: enrollments, support services, rural college programs, and responses to Federal legislation at local levels.
3. Site visits to 10 institutions representing the various models (i.e., large urban multi-campus with centralized planning and management, large college in multi-college district, rural, private, or surburban college with decentralized learning clusters, etc.) were made and included:
   a. Interviews with administrators, faculty and paraprofessional personnel on site and at regional and national meetings.
   b. Written survey instrument administered at each site to male and female students.[3]
   c. Oral interviews with female students at all 10 sites.

   Ten AAWCJC members with a minimum of five years experience were trained to serve as interviewers and data collectors. Each traveled with a CWO staff member to one of the sites. Each then served as a resource person in the accrediting region for further data collection and dissemination of information and results.

4. Correspondence with personnel in two-year colleges interested in serving female student populations.
5. Interviews with federal, state, and regional personnel concerning vocational and career education practices. Attendance at national meetings of Title IX.

The survey was designed to identify the socio-demographic backgrounds of female students attending two-year colleges, their reasons for attendance, and their impressions about the men students. Oral interviews were conducted with approximately 400 women students, many of whom had also completed the written form. The survey was conducted in both traditional and non-traditional classroom settings.[4] The focus of the work was on the female responses, although male responses were studied to evaluate any significant bias.

The Written Survey Covers Two Groups

Two groups of female students were identified. Females who were under 21, single, and attending college full-time accounted for 60 percent of the sample.[5] An atypical student—over 21, married or divorced, attending full or part-time—represented the other 40 percent. Reflecting the enrollment composition of most of the colleges in the CWO survey, the total female sample was 84.4 per cent white, 9.3 per cent black, and 6.3 per cent represented other ethnic minority groupings.

A majority of both groups were enrolled in traditional academic programs. Both groups were generally unaware of the services available at their colleges, and both groups had had little exposure to vocational aptitude testing or counseling either in high school or college. On the other hand, just over half of the entire sample felt they had a special interest or ability in the field they were studying and most felt they would find satisfying employment related to their training when they finished school. Neither group expected to encounter significant sex-related discrimination in employment opportunities.

Eighty percent of the female sample had completed high school. Twelve percent had an associate or bachelor's degree or some graduate study. Women with degrees had returned to college for additional skills and credentials (with graduate study.) A review of the oral interviews showed that women with degrees had returned to college for additional skills and credentials with which to enter or re-enter the work force. Dissatisfaction with prior employment status was the prime motivating factor for the employed women who were attending college. Overwhelmingly, those with "general studies" backgrounds felt that high school had failed to give them marketable skills. Those with a home economics background tended to be older and from more traditional rural or blue collar communities. Many had married right after high school and now, 10 or 20 years later, were finding that they had no marketable skills.

The respondents were asked to name their primary reason for attending college. Forty-one percent of the female sample said they were enrolled to prepare for immediate employment upon graduation. Another 25.6 percent wanted to increase general knowledge and level of education, while 23 percent would transfer to another institution.

Career goals were contrasted with present situations. Over half (54.4 percent) of the women sampled said that they were presently working. Of

these, two-thirds were working part-time and one-third were working full-time.[4] About 50 percent of the respondents were in clerical or service positions.[5] Another [illegible] percent had sales positions. Only 13 percent listed their occupations as technical or professional. This was compared with the number of women who said that they planned to go to work when they finished the college program. A majority expected to be in "white collar" or "professional/technical" careers. About 18 percent were planning for "clerical" occupations.

The foregoing data were compared with the academic majors of the women in the sample. Fifty-six percent were enrolled in traditional academic programs, 16 percent in non-traditional programs and 28 percent in neutral programs. A breakdown by subject matter showed that over 90 percent were in business, accounting, and law enforcement programs. Of those in traditional fields nearly 30 percent were in nursing and allied health studies, 23 percent in secretarial training, and 20 percent in general/liberal arts programs.

There was a clear indication of tracking of females into traditional occupations when the high school course of study was compared with the kinds of jobs women held prior to attending college. Although 69.4 percent took a general or college preparatory curriculum in high school, nearly half had clerical or service jobs. Only 16.8 percent said that they took the business or commercial course in high school.

About 35 percent of the women in the survey were receiving some form of financial aid. Almost all of these were full-time day students. A little over 22 percent were financing their education through personal earnings and 12 percent were using savings. The remaining 30 percent were being aided by parents or a spouse. While over 30 percent of the men students in the sample were paying for their education with earnings, they were employed in generally higher paying occupations.[6] Moreover, men students were receiving ten percent more financial aid than women.

The ability of the students to find employment while attending college was of high priority—especially for part-time students. Most of them did not qualify under local administrative rulings for financial aid. Students enrolled for less than six credit hours found it virtually impossible to obtain such assistance.

Almost two-thirds of the women students were attending college to prepare for new careers or to gain new skills necessary for advancement. Forty-one percent planned to begin their careers upon graduation. With that response, it is interesting to note that only half of the respondents recall having had vocational aptitude testing in high school. Although almost two-thirds were preparing for careers, the same number reported that they had not had any career/vocational aptitude testing or counseling in college.

The responses rating a variety of student services indicate a need for improved methods of communication between college personnel and students on the quantity and quality of such services. Interviews with different members of the college community gave varying reasons for the low use of these services. Placement officers cited problems of communication, poor staffing, and inadequate community contacts. Many students tended to be unaware of the possible benefits to be derived through utilization of services offered. Others simply perceived that they did not have time to avail themselves of any service facility outside classrooms. Over 70 percent of the total female sample did not anticipate sex-related problems in getting equal employment or equal pay. About 60 percent expected to receive equal op-

portunities for advancement on the job. However, over three-quarters of the minority women sampled anticipated more sex discrimination than race discrimination in employment opportunities. Further, most women did not think they were treated differently than men on the college campus in such areas as faculty and staff attitudes, financial aid opportunities, or health care services.[9] On the other hand, both men and women felt that women did not have equal access to athletic programs.

Nine attitudinal questions concerning the place of women in the work world and in the family were included in the written survey.[10] Sixty percent of the men and women respondents agreed that "Employment of both parents is necessary to keep up with the cost of living," which reflects a national concern for the continuing inflationary trend in this country. Other propositions tested the label of "traditional" attitudes. They included:

"A woman's place is in the home, not the office or the shop."

"The husband should be the final authority in the family."

"Certain occupations are not appropriate for women."

"Men should receive higher wages than women because they support families."

Although both sexes generally disagree with these propositions, about 20 percent of the men and five percent of the women supported them.

An interesting comparison can be made between the CWO responses and that of one other researcher on the values of career. In the September, 1974 issue of *Change Magazine*, national pollsters Daniel Yankelovich and Ruth Clark reported on their 1973 survey of 3,522 college and non-college youth who were 16 to 25 years of age.[11] "The heart of the dilemma related to work and career. In contrast to earlier attitudes, young blue collar workers now place as much stress on finding 'interesting work' as on work that pays well." In the CWO survey of community college students, 86.5 percent males and 94.4 percent females agreed.

The Oral Interviews Suggest Trends and Patterns

On the basis of the recorded comments of over 300 women students who participated in the oral interviews, certain response patterns have been identified. In addition, certain trends emerged which merit further study and analysis.

Among women in non-traditional programs there was a strong indication that role models were essential to their choice of non-stereotyped career goals. More than 50 percent were able to list male teachers or family members who influenced their career choices. As individuals, they tended to be more self-confident than women in either the neutral or traditional programs. They had well defined career goals. Most rated their abilities as high as those of the men in their classes. They had a fairly "liberal" outlook concerning the role of mothers. Several women commented in favor of equal responsibility for both parents in child-rearing. Sixty of the students also felt that women need not wait until their children are grown to pursue their careers. The interviews presented a diverse range of comments concern-

ing the treatment of women by male instructors and male students in non-traditional classes, and in jobs as well.

Most of the women felt that they would survive in their fields mainly because of affirmative action practices, but that they would not receive equal pay or have equal opportunities for advancement. Although these women expressed this view in the oral interviews, the response conflicts with that of Question 31 of the written survey instrument—"Do you anticipate any sex-related employment problems in these areas?" Responses are as follows:

	Yes	No
a. "Getting hired"	17.9%	82.1%
b. "Receiving fair wages"	26.7%	73.3%
c. "Receiving fair benefits (retirement, maternity)"	20.7%	79.3%
d. "Getting promotions"	36.9%	63.1%
e. "Obtaining union membership"	12.6%	87.4%

It appears that there is some confusion among these women that should be addressed. When they are talking about their school/job experiences they definitely anticipate sex discrimination in their occupational pursuits, but they seem to be unaware of its specific nature.

Women students enrolled in the law enforcement program at five of the colleges had more positive expectations than those in other nontraditional programs.[12] Further, students in law enforcement classes reported fewer problems of sexist treatment either from male students or male instructors. Visible female role models, such as those represented by instructors, cadets, and police officers, had a positive effect on the confidence level of this group of students. The experiences of a significant number of women enrolled in the law enforcement programs at colleges in the CWO survey tend to verify findings of other researchers in this area.[13] In programs where there are three or more women enrolled, a supportive comradeship tends to develop that often makes the difference between success and failure for such women.

By and large, women in traditional programs tended to be more conservative in their thinking than those in non-traditional programs. Women in the traditional areas often felt that men had superior technical ability and more assertive personalities. Lack of confidence seemed higher among this group. They tended to agree that mothers should stay home with pre-school aged children if at all possible, and that education or careers should be deferred until families are grown.

Generally, women in neutral programs had more self-confidence and mentioned more positive role models in talking about their goals than those in traditional fields, but they were not as assertive as those in non-traditional programs.[14] For example, many of the students in the communications program (broadcasting classes) at the five colleges named members of their families as an influencing factor in their choice of program. However, there was general agreement that male students, instructors, and personnel at broadcasting stations were discriminatory and sexist in their attitudes and actions.

Concerning other attitudes of the women students interviewed, the review showed that most were barely aware of the kinds of services available

at the college."[5] On the other hand, the few who had favorable experiences were highly enthusiastic. For example, an admissions officer recommended a "returning woman" program to one unsure re-entering student who found that it was just what she needed. She had nothing but praise for the college as a result. Several students cited newspaper ads run by the college announcing particular classes as the motivation for them to attend the school. They considered such advertising a service to the community.

Of the students who had an opinion on the child care facilities offered at their college, not one felt that they were adequate. Many women rated the facilities as good but not large enough. With child care lacking, some had made their own arrangements, while others deferred attending college until their child(ren) were in the first grade. The low number of respondents with pre-school aged children in the national sample is attributed to the problem of lack of low cost child care. In a CWO national mailing only 137 two-year institutions identified themselves as having minimal or adequate child care centers.

There were many negative responses regarding counseling and counselors. Few of the women interviewed who had received counseling had a favorable attitude towards either the counselor or the advice given. Counselors were said to be disinterested, condescending, never around, too busy, or unknowledgeable about labor market conditions. The results of the survey suggest that re-evaluation of the present system of counselor training and practice is necessary. An outgrowth of this study could be the development of a working model for counselor training/practice that would result in effective sensitivity and responsiveness to the needs of women in two-year colleges."[6]

II. Institutional Problems and Prospects

An analysis of two-year college enrollments for the past several years shows that heavy enrollments of women in segregated programs—secretarial science, licensed practical nursing and child care aid—create occupational segregation in jobs yielding low wages and few options for upward mobility. Low wages obviously do harm to the woman and every member of her family. A recent National Institute of Education survey indicates that 67 percent of working women are either single, divorced, separated, widowed or have husbands who earn less than $7,000 per year."

In the CWO interviews it was commom for married women to view their income potential as making the difference between poverty and middle income status. Many women who were heads of households hoped to move into management or technical positions, but their expectations did not match the realities of their planned curricula. Few had accurate information on their income potential. For example, in one college, there was surprise when the CWO interviewer announced to a group gathered in the college lounge that graduates of the chemical technician program might command a starting salary of $14,000 per year. Unfortunately, only about a dozen women had even enrolled in that program at the college. The group being interviewed were secretarial science students hoping to start at a maximum of $7,500. The length and cost of the two training programs were identical. They asked, "Why didn't someone tell us?"

Policies regarding enrollment in 12 states serve to limit access by women seeking admission to low-cost programs providing occupational entry skills. North Shore Community College at Beverly, Massachusetts, showed the nature and extent of the problem created by such a policy. The State Board of Community Colleges administers a legislative mandate to limit the number of students enrolled in two-year colleges to a fixed number. North Shore's quota of 2,050 full-time students forces the college to exclude state-subsidized admissions status to those who attend part-time. Admissions for most programs were closed by February 1, 1977 for September, 1977. Few new full-time admissions are ever available for mid-year starts. Close to 5,000 people are enrolled in credit courses at NSCC on a full- or part-time basis who are not subsidized by state funds. The cost for these students is double that of students on state subsidy.

These severe limitations to the state's so-called open door admissions policy create a special hardship for the adult female learner. Many are forced to attend classes at the Lynn YMCA several miles from the college's counseling or library services. They do not have ready access to financial aid or other vital support services. Similar problems exist in other states with enrollment ceilings.

Another area of concern is that of the failure of most two-year institutions to have developed a systematic plan for recruitment of minority women students. Recent U.S. Census Bureau figures indicate that in October, 1975, there were 183,000 black women enrolled in two-year colleges, or 13 per-

cent of the total female enrollment of 1,387,000. Total Spanish surname female enrollment was 33,000."[8] Thus, these figures would suggest that part of each college's outreach program should be directed toward minority women and their educational needs. Though total female enrollment rose to 1,936,162 by fall 1976, minority enrollment did not increase as rapidly.

Recruitment, Admissions Policies Are Revealed

Of the colleges in the CWO study, Brevard in Florida provides an example of an effective recruitment plan for attracting women to better paying occupational programs. Funded through Title III CETA, Work Opportunities for Women (WOW) became available in October, 1976, for women interested in training for non-traditional occupations. The objective is to provide a 60-hour pre-vocational course consisting of skills assessment, resume writing, and job seeking techniques. Efforts are made to place participants in one-year nontraditional vocational training.

Brochures, pamphlets, and annual reports from over 800 two-year institutions indicate that female recruitment efforts by two-year colleges have been limited to three types:

- Non-credit workshops, short-term awareness or hobby courses as part of a larger effort of the Division of Continuing Education;
- Specialized one time events focusing on pre-labor force entry needs such as goal setting, how-to courses, resume writing, job hunting and affirmative action;
- Credit or non/credit short-term career planning courses that spotlight the curricula of a specific division in the college. The majority of these are in allied health, human services, or secretarial science. (Unfortunately, these do not offer the potential student up-to-date information on comparative salaries in other training programs.)

A review by CWO staff of the catalogs of the public and private two-year institutions indicates a need for changes within institutions if more than lip service is to be given to Title IX, Affirmative Action, and the 1976 Vocational Education Amendments. Questionable pictures, language and format were evident in a majority of catalogs. The three most common pictures of female students were as nursing students providing bedside care, as typists or key punch operators, or as passive recipients of male instruction in clerical or retail sales training. Pictures of female role models in technical instruction or administrative recruitment roles were rare.

More subtle but still biased were descriptions of student services. Veteran counselors received far more priority in terms of space and prominence than did any single service designed to attract women of any age. Only about 195 colleges had special counseling services listed for returning adult women, and many of these responded with comments such as, "one service, equal for both men and women."

Women interviewed during the CWO study noted that colleges seldom had a specific list of financial aid options available for women. Those who sought to start with a single course "to build confidence," or to test interest and aptitude, found almost no sources of financial aid. Of the 10 colleges,

only Delta College in Michigan had financial aid available to the single course adult student. Tuition refund options available through employers or unions were utilized infrequently by women students. Less than 10 percent of the catalogs reviewed made mention of this potential form of employee fringe benefit. Non-credit re-entry courses were identified at 232 institutions, and credit courses for re-entering students at 135 colleges.[19]

Of special concern in planning for the needs of women in two-year colleges that have nursing programs is the problem of "what to do about the hundreds of women who do not get accepted by the college into these programs each year." In 1976, Portland Community College had over 900 applicants for 50 places. A lottery was held to insure fairness. Unresolved was the question of how to "recounsel" those who did not get in. A special program, Skills in Nursing (SIN), at Phoenix College is designed to assist minority women to qualify for the registered nursing program by providing an extra year of skills building in reading, writing, sciences, and mathematics. Often, students who are not accepted enroll in a general studies program in hopes that they'll qualify the next year. Seldom is counseling employed to suggest other career options. However, at Central Piedmont Community College, staff have developed additional specialized curricula to match area job vacancies for students who want employment that builds upon home-learning skills and a personal desire to "help others." They include geriatric aide and paraprofessional for extended care facilities, with special skills in recreation and nutrition. At present, few colleges engage in periodic reviews of allied health manpower needs in their service areas.

Several colleges in the study ignored the enrollment problems associated with these rejected candidates. They failed to see that their full-time equivalent could be increased by special counseling services for those who encountered blocks to their initial career goals. Programs to explore, test and evaluate other options for such students should be designed and integrated into two-year college curricula and counseling services.

Apprenticeships and Recruitment Neglected by Institutions

Research completed by the AACJC Center for Labor/Community College Cooperation and tabulated by the CWO identified 259 two-year colleges with one or more apprenticeship programs. No accurate recent statistics are available concerning the enrollment of women in these programs despite repeated efforts to synthesize and correlate reports from the Department of Labor and State Boards of Education. However, in 1968, less than one percent of the 278,000 apprentices were women. In 1976, the U.S. Department of Labor noted that the total number of apprentices had not grown substantially since 1968, but that women now accounted for almost two percent of the total. CWO was able to identify about 100 women currently enrolled in apprenticeship programs in community colleges. Their experience should prove that women attracted to this mode of training and credentialing for labor force entry/re-entry can be successful.

Of the 10 colleges studied, only two have made concentrated efforts to improve access of women to apprenticeship programs. They are Delta College and Los Angeles Trade-Technical College. There is cooperation among Delta's administration, the local unions, and the two major area

employers, Saginaw Gear Division of General Motors Corporation and Dow Chemical Corporation. Efforts to increase dialogue between the college, the unions and the state department of labor to expand apprenticeship programs are continuing. Women in apprenticeship programs at Los Angeles Trade-Technical College are not in a formal college-wide program but attend classes on a tuition reimbursement program supported by employers and/or unions.

In other parts of the U.S., community college staffs have advised CWO of intensified efforts to open up apprenticeships to women. Notable are Lane Community College in Eugene, Oregon and LaGuardia Community College in New York. Delgado Community College in New Orleans has launched a new effort to attract women by making COOP funds available for apprenticeships.

In June, 1977, the CWO director forwarded testimony to the Federal Advisory Council on Apprenticeships urging that funds be made available to two-year colleges to demonstrate alternatives to quotas and timetables for female enrollments in apprenticeship programs. The object would be to develop a recruitment and counseling model that would be readily transportable to other institutions and agencies. The colleges with working apprenticeship programs would be given Labor Department funding to demonstrate the potential for rapidly increasing female involvement in nontraditional roles. Special emphasis would be given to trades programs with good prospects for growth, but which do not require extreme physical strength.

Curriculum Review Illuminates Wide Diversity of Options

Review of catalogs, curriculum guides and course materials in the 10 CWO survey institutions indicates a broad diversity of potential options for women students to explore. The gaps in curricula are best understood when one recognizes that few of the women interviewed had ever learned to utilize simple tools, solve technical problems, or confront scientific or mathematical problem-solving. Therefore, developmental courses designed to overcome basic deficiencies in mathematics and science are imperative. In addition, a course providing a basic introduction to the technologies is needed. Exemplary programs have been developed at Trident Technical College in South Carolina, Evergreen Valley College in California, and Lane Community College in Oregon. Vocational Education Act proposals under the new legislation have been prepared by San Jose City College, Coast Community College District, and Hudson Valley Community College in New York. Efforts are being made to develop a course with state funding at Williamsport Community College in Pennsylvania.

A June, 1977 mail survey by CWO—with responses from over 350 colleges—indicated a high degree of frustration over poor state dissemination of information on the development of five-year plans for reducing sex-role stereotyping in vocational education. Seventy percent of the responding institutions indicated a need for more accurate information on availability of funds. Many small college respondents had problems finding staff and time to prepare the multitude of state and federal forms required in requesting vocational education funds.

Data Point Up Wide Gap in Staffing

Analysis of data collected by AACJC indicates that there are currently 3,224 women administrators in two-year colleges and 12,273 males.[20] Of the women, 2,103 are clustered in 13 states and Puerto Rico. Nineteen states have 20 or fewer female administrators. Accurate national data on the numbers of women involved in the administration of non-traditional vocational programs are not available. There are currently eight women community college presidents and 29 female junior college presidents.

The greatest breakthrough for women in the management of two-year colleges has been in counseling and continuing education. Division chairmanships outside of secretarial science, nursing and humanities are seldom held by women. At the instructional level, hiring of females in mathematics and science is increasing. Unfortunately, these women are often in the lower pay grades. CWO has identified a small but growing number of female instructors in drafting, hotel/motel management, electronics, and computer sciences. Efforts to find and employ women in "role model" positions must be taken so that women students will be attracted to and retained in what are now predominantly male occupational programs.

A mode of employing role models that was not observed, but one which is frequently utilized by proprietary schools, deserves further investigation by community colleges. The model is that of the employment on a part-time basis of female nontraditional graduates as outreach admissions counselors and recruiters.[21]

Long range planning and policy development regarding staff and students are frequently the tasks of community college boards and trustees. There are 546 female board members serving public institutions and 441 serving private institutions. In the public sector, 15 percent of these seats are held by women. In the private sector, 23 percent are females.[22] It would seem that one way to sensitize institutions to female student needs would be to recruit and train more women for the governing boards of two-year colleges.[23]

Career Counseling Model Is Needed for Women

There is a definite need for a systematic approach to counseling of women students. A career counseling model should include five primary components.

1. Guidelines for developing positive self-image, self-awareness, and self-confidence.
2. Tools for defining and identifying skills and credentials and the correlation of such tools to marketplace needs. (This area would include a thorough briefing in population and economic trends, marketplace supply and demand forecasts, and a realistic appraisal of prospects/rewards/disadvantages of various occupations.)
3. Non-sexist tests of aptitudes, interests, learning styles and physical skills.
4. Evaluation of time/skills/resources required for achieving chosen career goals, successful short- and long-term career planning strategies.
5. Identification of needs that must be met to achieve career goals, such as financial aid, child care or tutoring. Provide lists of resources and agencies that can help.

III. Support Programs and Services

Three examples of programs currently in practice at the community colleges in the survey are described here. They were chosen from material gathered from each of the colleges.[24] One is a program available to all students and the other two are designed for the returning or mature woman student.

The first example is provided by North Shore Community College in Beverly, Massachusetts, started August 30, 1976. The Center incorporated several existing college programs, including GED (High School Equivalency), CLEP testing, Experience Credit, Contract Learning, and the University Year for ACTION program. The programs have been offered regularly at a low cost. The division of continuing education and community services as well as counseling components of the college have provided assistance to participating students. GED testing is given weekly on a walk-in basis, while the CLEP series is given once monthly with registration required in advance.

A student may gain up to nine college "experience credits" through a process of discussion and evaluation of documented academic knowledge. "Contract learning" provides students with the opportunity to receive academic credit for study completed according to their own design. Up to 15 credits may be earned in this way. The University Year for ACTION (UYA) is a federally funded work/study program. Learning experiences are designed to meet academic requirements and individual student needs in non-traditional settings that are related to the work world and every day living situations. Departmental discipline examinations for credit are also administered. The Center has served both unemployed and underemployed adults of both sexes.

Another example of an effective support program is to be found at Brevard Community College, Cocoa, Florida. It is the Women's Educational Needs Development Incentive (WENDI) program, funded by CETA. WENDI is an intensive five-week, 75 hour course that serves as a transition point for entering or re-entering women to identify and clarify goals for education and career training. The course includes career counseling, testing, jobs and legal information, skills training and confidence building. The program is aimed at women of all ages in all economic, ethnic and educational groups. The outreach to minority women has been outstanding. Three-fifths of the WENDI graduates entered credit courses at BCC in 1976. Another one-fifth of the graduates entered the labor force. Responses to three-month and six-month follow-up questionnaires show that graduates of the course had developed more positive views of themselves and more confident goals in life.

The third example also comes from Brevard Community College. Work Opportunities for Women (WOW), described previously in this report, became available in October, 1976, for women interested in training for non-traditional occupations. The objective is to provide a 60-hour pre-

vocational course consisting of skills assessment, resume writing and job-seeking techniques. Efforts are made to place participants in one-year non-traditional vocational training.

The programs described at North Shore and Brevard Community Colleges have proven to be innovative and responsible to the needs of the community and could serve as models for other schools wishing to initiate similar programs.[25]

Model Exemplary Programs/Services

Type of Program/Service	Institution
1. Counseling/Testing Programs	
a. Group counseling	Career Development Groups at: Brevard Community College Central Piedmont Community College North Shore Community College Portland Community College
b. Testing (paper and physical skills)	GATBY and Singer Vocational Exploration System at Brevard Community College
2. Learning Skills	
a. Tutorial assistance for learners with immediate academic problems	Drop-in Tutorial Service, Sylvania Campus, Portland Community College DAIRS, DOLLY, Drop-in service at Central Piedmont Community College Crossroads Drop-in Centers at Moraine Valley Community College Drop-in Counseling Center and Mini Courses at North Shore Community College
b. Literacy/catch-up programs	Study Skills Center at Moraine Valley Community College Advancement Studies Program at Central Piedmont Community College Reading Institute at Phoenix College
3. Alternative Study (Credit for life experience, GED, CLEP one-stop)	Center for Alternative Studies at North Shore Community College
4. Nontraditional Program Training	
a. CETA/Manpower programs and counseling	Work Opportunities for Women (WOW) and Women's Educational Needs Development In-

Type of Program/Service	Institution
	centive (WENDI) at Brevard Community College
b. Courses to upgrade skills of working women	Courses in Electronics and Management of Health Facilities at Phoenix College
5. Short-Term Skills Training	
a. Manpower skills center	Phoenix College/Maricopa District
b. Short-term training for labor force entry-credit	Modular Offerings at Rock Creek Campus, Portland Community College
6. Placement Programs	
a. Innovative approaches to cooperative placement and supervision	Vocational Exploration Groups (VEG) at Delta College University Year for ACTION (UYA) at North Shore Community College Coop Education Plan at State Technical Institute at Memphis
b. Placement research and innovation	Summer Research Projects of the College Placement Office at Phoenix College
7. Women's Issues	
a. Women's studies/electives	Courses/Programs at: Moraine Valley Community College North Shore Community College Phoenix College Portland Community College
b. Women's centers/re-entry programs	WOW and WENDI at Brevard Community College Women's Interest Center at North Shore Community College AWARE, Women's Center at Phoenix College
c. Sensitizing faculty to needs of nontraditional women students	Staff Development Programs at: Brevard Community College Delta College Portland Community College
8. Student/Community Services	
a. Community outreach/community service and counseling: credit/non-credit courses	Community Education Programs at: Lynn Center YMCA of North Shore Community College Rock Creek Campus, Portland Community College

Type of Program/Service	Institution
	ALCOR Program and the Appalachian Learning Lab, Alice Lloyd College
b. Special facilities for physically handicapped persons	Melbourne Campus Resources Center, Brevard Community College Rock Creek Campus, Portland Community College
c. Child care services	Child Care Training Center at Central Piedmont Community College Campus Children's Center at Los Angeles Trade-Technical College Child Care Center at Delta College

See Appendix G for model exemplary programs/services in two-year colleges not in the CWO survey.

The Women's Center Helps To Provide Special Attention

"Is a Women's Center necessary to attract large numbers of women?" This question was frequently asked of CWO staff during the data collection phase of the project. Answers vary from community to community. CWO surveys indicate that over 300 institutions have some type of women's center. The most frequently utilized model is part of a counseling complex that offers group counseling and support services such as testing, peer tutoring and referral to local human service agencies.

During the CWO site visits the Women's Centers at Phoenix and North Shore Community Colleges were studied. Each attracted specific target populations. At Phoenix, the greatest utilization was by older women. At North Shore, the program provided greatest impact upon younger women. Few minority women were attracted to either center. Other models that have had a diverse impact were found at Rockland Community College in New York State, Grand Rapids Community College in Michigan, and Diablo Valley Community College in California. Each center places emphasis on working in a consortium with community groups. Continuing education centers, such as the Women's Institute at Bergen Community College in New Jersey and the Center for Continuing Education for Women at Miami-Dade Community College, Florida, have focused on serving target urban populations of women. Special attention is given to the needs of minority women.

A continuing problem for women's programs and centers is funding. Single source funding that is based on a once only grant is frequently self-defeating. Most centers need to review sources of funding and develop community-based contracts for support. All too many women's programs do not have strong alliances with college and community power groups for one reason or another.

IV. Federal Legislation and Funding Sources

Information gathered from interviews with faculty members, administrators, and students at the survey colleges registered concern about and a need to examine the issues of possible sex bias in financial aid programs, counseling, testing, placement, and the availability of day care facilities.

1. Title IX

Specific areas of concern are included among those to be addressed by most educational institutions under Title IX of the Education Amendments of 1972. This title is the only sweeping federal law that prohibits sex discrimination against students in classes and activities at colleges receiving government funding. All such institutions should have evaluated their programs through a self study and have filed a statement of compliance with HEW no later than September 30, 1976.

Such a statement of compliance would indicate that the college claims to be non-discriminatory on the basis of sex in the following areas:

a. *Recruitment*

All printed materials (brochures, catalogs, applications) and recruiters are unbiased. All prospective students are regarded as potentially interested in any program. None are discouraged or tracked into traditional areas. Printed materials do not, through language or pictures, sex-type any curriculum; generic language is used. The same questions are asked of both sexes on application forms. Recruiters of both sexes are used. There are no requirements such as age cut-offs which might have a disproportionate impact on women.

b. *Admission to Programs*

All qualifications required for admission to any program are evaluated equally for both sexes (for instance, marital status, age, personality characteristics).

c. *Award of Financial Aid*

The same amount of scholarship and grant money is available for students of both sexes. Age or credit hour requirements do not discriminate against either sex.

d. *Rules and Regulations*

All rules and regulations are administered equally. This includes dress or appearance codes, disciplines, participation in classes and activities, and residency. Time limits for completing programs and requirements of full-time attendance do not discriminate against either sex.

e. *Housing Rules and Facilities*

Lack of housing space is not used as a reason to deny admission. All rules apply equally to both sexes.

f. *Physical Education and Equal Athletic Opportunities*

Overall, the college provides "equal opportunity" in sports and physical education programs. This includes scheduling of practice and games, coaching pay, availability of funds for travel and per diem allowance, media

coverage, recruiting, intramural programs, recreational activities and scholarships.

g. *Health Care and Insurance*

Any medical care and/or health insurance coverage offered to students does not discriminate on the basis of sex.

h. *Employment Opportunities*

No college jobs are denied any student on the basis of sex. Placement services do not accept job listings from employers that discriminate on the basis of sex either in hiring or in salaries paid. Every student has an equal opportunity to apply for any job. Cooperative work experience programs do not allow for discrimination on the basis of sex.

i. *Extra-curricular Activities*

There are no single-sex extra-curricular activities, clubs or programs.

j. *Textbooks and Curricula*

The college does not use sex-biased texts. Class lectures and discussions are free from sex-biased remarks.

k. *Counseling of Students*

Neither counselors nor counseling materials perpetuate sex stereotyping about men and women. Counselors are trained to work with the so-called "non-traditional" student, including older women students returning to college.

l. *Single-Sex Courses*

All courses are open to students of both sexes. Lack of facilities is not used as a reason to exclude students of either sex. Neither male-intensive nor female-intensive courses are given preference in allocating facilities or in scheduling.

2. Affirmative Action

Affirmative action programs, required under both federal law and executive orders, also address the problem of possible sex bias in educational institutions. Title IX mandates non-discrimination, but it also encourages affirmative action which can be defined as taking steps to remedy a situation based on sex which was caused by past discrimination either by the college or by society at large.

Colleges practicing affirmative action should be recruiting and hiring female administrators and faculty members, particularly at levels and in fields where they have been under-utilized. In addition, in applying affirmative action techniques to programs and activities, colleges should be exploring the potential of women's studies programs and courses, women's centers, flexible scheduling, special continuing education programs and child care facilities. Although such activities would be designed as compensatory or developmental programs for women students, they should also be open and available to men.

Funding Possibilities Should Be Identified

The study indicated a lack of awareness at the local level of existing sources of financial support for providing educational equity for women. To overcome partially this gap in institutional research and planning, an intensive review of literature and legislation was made to demonstrate the funding options open to community colleges seeking support for women students. (See Appendix H for some of the key funding sources.)

Private sources successfully utilized by two-year colleges to find programs and services for women include foundations and United Way agencies. The Women's Resource Centers, a consortium based at Grand Rapids Junior College in Michigan, is one example. Corporations, banks, and business clubs have been generous backers of workshops, forums, and other programs. Community college-sponsored foundations are increasingly being developed as a means of channeling scholarship, equipment and services of women's programs.

V. The Private Two-Year College

The financial dilemma of the private two-year college has been chronicled by several writers over the last decade. However, little positive progress has been noted in terms of practical changes in curricula to serve a broader, more adult market. Comparison of offerings in each of the accrediting regions still reflects heavy emphasis upon the liberal arts, fashion design, and secretarial science. The curricula innovations appear to be preparatory for service to an extremely limited market such as travel agency, legal assistance, and human service work. Only scattered examples are found where strong linkages with area industries have been developed. Most are in merchandising, publishing, and government. Contemporary technical education for women, outside of allied health occupations, is not prevalent.

In many instances, maintenance of expensive real estate holdings, including dormitories, has slowed efforts to expand service in private junior colleges, particularly continuing education. An unexplored phenomenon has been the rush to develop bachelor's degree programs in more than a dozen two-year colleges and the switch to co-educational status in others. Accurate current research on the effectiveness of those changes is still to be undertaken. A key question will be how long can two-year private colleges survive without making major curricula and support service changes.

VI. Summary of Findings

As indicated previously, a quiet revolution is taking place in over 1,200 U.S. communities as large numbers of women pursue educational credentials that will allow them to survive economically and to achieve self-fulfillment. Colleges will need immediate technical help in funding, staffing, and program development to meet the needs of this new academic population. Beyond filing required reports, few colleges have actively pursued implementation of recommendations for compliance with Title IX of the Educational Amendments of 1972, measures which are needed to guarantee equality of opportunity for women students.

In the meantime, the situation is as follows:

....College catalogs stereotype women via pictorial treatment of them. Admissions brochures, textbook and testing materials still portray women in passive, traditional roles.

....Guidance, testing, and financial aid policies continue to be geared to the needs of fulltime students living at home with parents. Seldom did CWO staff observe concerted efforts to provide "one step service" for admissions, financial aid, testing, credit for life experience, CLEP, and part-time jobs.

....Tracking, both conscious and as a result of benign neglect, still pervades all levels of student services. Work study and cooperative programs continue to track women into "dull, dead-end, and poorly paying" clerical, allied health or retail sales jobs. Contract learning and modular instruction are just beginning to break down these tracking barriers.

....Too few colleges have linkages with community-based industries and commercial enterprises that would provide smooth transition for women from the world of school to the world of work.

....Instructors, vocational education deans, and counselors all need in-service training in the finer points of attracting competent women students and keeping them in programs until successful completion. A woman seeking entry into a non-traditional occupational curriculum seldom finds female role models as instructors or vocational administrators. She often feels isolated unless she enters a classroom where there are female peers to form a voluntary support network to ward off student and faculty discriminatory practices.

....Despite obstacles at home and on campus, women interviewed in the CWO survey were stimulated by the challenge offered by community college instruction. They exhibited dedication to their goals. They were impressed with the quality of instruction and availability of instructors for supplementary tutoring. It was not uncommon for a woman to work a semester, go to college a semester, and take as much as four years to complete a two-year program because of economic responsibilities to her family. Day care for children of female students is all too frequently an expensive and unsatisfactorily resolved problem. Only a small percentage of two-year colleges have low-cost, on-campus child care programs.

Summary Statement Underlines Challenges

The Center for Women's Opportunities occupational study focused on the challenges facing the nation's community and junior colleges in their efforts to provide educational and economic equity for women. In identifying the major blockages faced by women wishing to attend college, the research documented the need for institutional changes in these five crucial areas:

- A primary need is for the development of responsive outreach and recruitment programs which will encourage women to enter nontraditional occupational/vocational training curricula. The CWO survey indicated that in schools where these programs exist, such as Brevard Community College's WENDI and WOW courses, there has been an increase in the enrollment of women. Moreover, the retention and successful completion rate has proven the worth of such programs.
- The CWO study discovered an alarmingly high level of student unawareness of educational resources and support services offered by the colleges surveyed. The Center recommended that each institution enlist a task force to further examine this problem and to develop effective methods of communication to insure optimum student participation in all facets of the college community.
- Educational equity for women students will require the implementation of in-depth curriculum reviews and changes that will include the development of credit courses in nontraditional basic skills and technologies. An increase in cooperative and apprenticeship options and availability must be a high priority. Instruction in current regional marketplace needs and prospects for future economic areas of growth should be a goal for all institutions.
- The need for implementation of Affirmative Action and Title IX activities designed to raise the level of female involvement in all levels of instructional and administrative personnel has been federally mandated. Intensive in-service training programs are needed to sensitize two-year college faculty and administrative staff to the particular needs of women entering their classrooms, particularly those who wish to enroll in nontraditional programs.
- As the concept of community based education becomes more and more a practicing reality, two-year colleges must increase and expand their outreach to attract and recruit a broader range of students from the population residing in their service areas. Special efforts will need to focus on the greater participation of ethnic minorities and low income adults.

Whether or not the educational community or even women themselves realize the economic dilemma of today's average family will not affect its impact. Without a second income, and a significant one, the standard of living appears certain to decline. Part of the challenge is the widening gap in incomes between men and women. (See Appendix.) Women are an economic resource that has to be more productively utilized.

Job discrimination will not end until women have been trained for and have proven that they can hold the entire spectrum of jobs that men have. More jobs for women does not seem to be the answer; almost half of the work force is now female. Better jobs that can be fulfilling careers are part of

the answer. Women's attitudes about themselves and their potential are the other key factor to be improved.

The community colleges have been chosen as the catalyst. They can do the job. Will they meet the challenge?

Footnotes

1. Podolsky, Arthur and Carolyn R. Smith. *Education Directory, Colleges and Universities, 1975-76, National Center for Education Statistics, U.S. Department of Health, Education, and Welfare*. Washington, D.C.: United States Government Printing Office, 1976.

2. The colleges are Alice Lloyd College, Pippa Passes, Kentucky; Brevard Community College, Cocoa, Florida; Central Piedmont Community College, Charlotte, North Carolina; Delta College, University Center, Michigan; Los Angeles Trade-Technical College, Los Angeles, California; Moraine Valley Community College, Palos Hills, Ill.; North Shore Community College, Beverly, Mass.; Phoenix Community College, Phoenix, Ariz.; Portland Community College, Portland, Ore.; State Technical Institute at Memphis, Memphis, Tenn.

3. Samples of the student written survey instrument; guidelines for the student oral interview, the faculty survey questionnaire; the interview with administrators; and a list of the 10 on-site interviewers are located in the appendices.

4. In this study, definitions of "traditional" and "nontraditional" categories of vocational education programs developed by the Office of Civil Rights for a survey of area vocational training schools taken in 1974 were used. All programs in which 0 to 25 percent of the students nationally enrolled are women are nontraditional. All programs in which women are 75.1 percent to 100.0 percent of the students nationally enrolled are traditional. Programs in between are neutral programs. An attempt was made to interview students in as many nontraditional courses as possible during the on-site visits, which is the reason for a slightly larger male cohort.

5. Certain segments of the sample contributed to the predominance of a young cohort. At Alice Lloyd College, 98 percent of the students are between the ages of 17 and 19. Traditionally, students go there directly after high school graduation. This factor was operative at the two technical colleges in the AACJC sample as well.

6. The written survey instrument asked respondents if the college placement office or the financial aid office had assisted in getting work. Of the total male and female sample, 87.3 percent said no.

7. Responses were tabulated to correspond with the major occupational groups used by the U.S. Bureau of the Census in its studies of occupations.

8. About one-third of the total male sample worked in skilled labor jobs as operatives and craftsmen. About one-quarter had "white collar"—professional/technical, or managerial—positions. Another one-quarter were services workers, with significant numbers (10 percent or more) listing themselves as non-farm, clerical or sales workers.

9. At only one college in the CWO survey, Los Angeles Trade-Technical, did a majority of the female sample feel that they received unequal treatment by faculty and staff.

10. See Appendix C for a table presenting percentages for male and female responses to all nine sections of question 35 of the student written survey instrument.

11. Yankelovich, Daniel and Ruth Clark. "College and Non-College Youth Values," *Change*, New Rochelle, New York: Vol. 6, No. 7. As reprinted in Readings in Sociology, 1975-76, Guilford, Connecticut: The Duskin Publishing Company, 273-275.

12. Delta College, University Center, Michigan; Moraine Valley Community College, Palos Hills, Ill.; North Shore Community College, Beverly, Mass.; Phoenix Community College, Phoenix, Ariz.; Portland Community College, Portland, Ore.

13. The AACJC findings agree with those of Helen C. Veres and Kathryn M. Moore in *Innovative and Noninnovative Women in Two Year Colleges: Implications for Counseling*, a paper presented at the annual meeting of the American Educational Research Association, Washington, D.C., 1975.

14. The AACJC findings agree with those of Roslyn Kane in "A Study of the Factors Influencing the Participation of Women in Nontraditional Occupations in Postsecondary Area Vocational Training Schools." R J Associates, 1018 Wilson Blvd., Arlington, Virginia 22209.

15. See Appendix F for response percentages by sex and by full-time and part-time female students to Question 34 of the student written survey instrument.

16. Basic ingredients of a working model for counselor sensitivity training and practice are described in the *Institutional Problems and Prospects* section of this report. Colleges seeking additional data on the problems of high school counseling and guidance should review the recently published Pennsylvania State University report on secondary school attempts to overcome sex-role stereotyping.

17. Rieder, Corinne H. *Women, Work, and Vocational Education*. Columbus, Ohio: The Center for Vocational Education, The Ohio State University, April, 1977, p. 3.

18. Jennings, Gerald. U.S. Census Bureau (From unpublished data.)

19. In a nationwide CWO mail sample, 285 colleges responded that they had women enrolled in non-traditional programs. No accurate estimate exists of how many females are enrolled in each program offered throughout the country by age, race, or in any form.

20. In the Spring of 1977, Portland Community College received a State Department of Education Planning Grant to test-market a recruitment/admissions outreach program designed to attract women to nontraditional occupational education curricula.

21. The status of minority women in two-year college administration is poorly documented. In *Making Affirmative Action Work*, the Carnegie Council on Policy Studies in Higher Education notes that 2.9 percent of higher education staff were black, 1.5 percent were Asian, and 2.8 percent were listed as other.

22. Other approaches are spelled out in Affirmative Action and Equal Employment literature available from the Office of Voluntary Programs, USEEOC, Washington, D.C.

23. Drake, Sandra L. *A Study of Community and Junior College Boards of Trustees*, American Association of Community and Junior Colleges, 1977, Washington, D.C.: pp 7-8.

24. CWO staff have assisted nine doctoral candidates with regionally or locally based research on affirmative action issues in two-year college management in hopes that more accurate data will be made available for future years.

25. See Appendix for additional examples.

VII. Appendices
Appendix A

The American Association of Community and Junior Colleges
The American Association of Women in Community and Junior Colleges
OCCUPATIONAL EDUCATION PROJECT

Student Survey Questionnaire

Please respond to all applicable questions by circling the appropriate code number or by making a brief written response. Information from this survey will be treated as CONFIDENTIAL. Your answers will *not* be released to any school official.

Name of your college: _____

Name of this course: _____

1. Your sex:
   - Male 1
   - Female 2

2. Your ethnic classification:
   - White/Caucasian 1
   - Black/Negro/Afro-American 2
   - Asian-American 3
   - American Indian 4
   - Spanish-surnamed 5
   - Other (SPECIFY) _____ 6

3. How old will you be on December 31, 1976? _____

4. Marital status:
   - Never married 1
   - Currently married 2
   - Separated 3
   - Divorced 4
   - Widowed 5

5. Do you have any pre-school age children?
   - Yes 1
   - No 2

6. What is the highest level of education obtained by your parents, yourself and your spouse (if applicable)?
   PLEASE CIRCLE ONE CODE IN *EACH* ROW

	Grammar school or less	Some high school	High school graduate	Trade/technical school	Some college	AA or AS or AAT degree	BA or BS degree	Graduate study	Don't know	Doesn't apply	
A. Your Father	1	2	3	4	5	6	7	8	9	10	
B. Your Mother	1	2	3	4	5	6	7	8	9	10	
C. Yourself	1	2	3	4	5	6	7	8	9	10	
D. Your Spouse	1	2	3	4	5	6	7	8	9	10	

25

7. Please indicate the *usual* occupation of your parents and spouse. If you are not married, please write "doesn't apply." If any individual is retired or deceased, please indicate their former occupation. In answering this question, refer to what the individual *does* rather than the field of work (for example: "construction materials manager" instead of "construction"). Be as specific as possible.

Father: _____

Mother: _____

Spouse: _____

8. Please indicate *your* last occupation before entering this college (for example: "high school student," "homemaker," "wiring technician"). Be as specific as possible.

_____

9. Are you working now?

Yes 1
No 2
(IF NO, SKIP TO QUESTION 14)

IF YES:

10. Are you working:

Full-time (35 hours + per week) . 1
Part-time 2

11. What is your occupation? Be as specific as possible.

_____

12. Did the job placement service or the financial aid office of your college help you locate your job?

Yes 1
No 2

13. Are you working for your college?

Yes 1
No 2

14. What is the *primary* way that you are financing your education?
PLEASE CIRCLE ONLY *ONE*.

Personal current earnings 1
Personal savings 2
Financial support from your parents or spouse 3
Financial aid (loans, scholarships, grants, work-study) from your college or any government or industrial source 4

15. What was your major curriculum in high school?
PLEASE CIRCLE ONLY *ONE*.

General study 01
College preparatory 02
Agricultural occupations (vocational program) 03
Business/commercial occupations (vocational program) 04
Distributive education (vocational program) 05
Health occupations (vocational program) 06
Home economics occupations (vocational program) 07
Technical occupations (vocational program) 08
Trade/industrial occupations (vocational program) 09
GED or high school equivalent program 10
Other (SPECIFY) _____
_____ 11

16. At the time of your graduation or withdrawal from high school, what was your approximate class rank?

Top ¼ of class 1
Top ½ of class 2
Top ¾ of class 3
Other 4
Don't know 5
Doesn't apply 6

17. What is your academic status at *this* college?

First year 1
Second year 2
Special or unclassified 3

18. Are you presently attending college?

Full-time 1
Part-time 2

19. When do *most* of your classes meet?

Day 1
Evening 2
Weekend 3

20. What is the *primary* reason that you are currently attending college?
PLEASE CIRCLE ONLY *ONE*.

To prepare for immediate employment upon graduation 1
To prepare for transfer to another institution 2
To increase general knowledge and level of education 3
Nothing better to do 4
Family pressure to go to college 5
Not sure why 6
Other (SPECIFY) _____
_____ 7

15. What was your major curriculum in high school?
PLEASE CIRCLE ONLY *ONE*.

General study 01
College preparatory 02
Agricultural occupations (vocational program) 03
Business/Commercial occupations (vocational program) 04
Distributive education (vocational program) 05
Health occupations (vocational program) 06
Home Economics occupations (vocational program) 07
Technical occupations (vocational program) 08
Trade/Industrial occupations (vocational program) 09
GED or high school equivalent program 10
Other SPECIFY) _____
_____ 11

16. At the time of your graduation or withdrawal from high school, what was your approximate class rank?

Top ¼ of class 1
Top ½ of class 2
Top ¾ of class 3
Other 4
Don't know 5
Doesn't apply 6

17. What is your academic status at *this* college?

First year 1
Second year 2
Special or unclassified 3

18. Are you presently attending college?

Full-time 1
Part-time 2

19. When do *most* of your classes meet?

Day 1
Evening 2
Weekend 3

20. What is the *primary* reason that you are currently attending college?
PLEASE CIRCLE ONLY *ONE*.

To prepare for immediate employment upon graduation 1
To prepare for transfer to another institution 2
To increase general knowledge and level of education 3
Nothing better to do 4
Family pressure to go to college 5
Not sure why 6
Other (SPECIFY) _____
_____ 7

21. What is your experience with aptitude and interest testing? In answering this question, refer to *vocational* testing, not academic aptitude tests such as SAT. PLEASE CIRCLE *ONE* CODE IN *EACH* ROW.

	Positive experience: I followed the recommendations	Negative experience: I did not follow the recommendations	I don't remember if I took a test here	I never took a test here
a. High school	1	2	3	4
b. *This* college	1	2	3	4
c. Employer/union	1	2	3	4
d. Government agency (VA, Military, etc.)	1	2	3	4
2. Private testing agency	1	2	3	4

22. When you *first* began attending *this* college, what academic program did you think you would enroll in? Please indicate what general field you were interested in if you were undecided about a specific program. Be as specific as possible.

_____

_____

23. Have you changed your mind and enrolled in a different academic program?

Yes 1
No 2
(IF NO, SKIP TO QUESTION 27)

IF YES:

24. What academic program did you change to? If you have changed more than once, refer to the *first* change that you made after entering *this* college. Be as specific as possible.

_____

_____

25. Did a counselor, teacher, faculty advisor or program director suggest this change?

Yes 1
No 2
(IF NO, SKIP TO QUESTION 27)

IF YES:

26. Why did the counselor/teacher/faculty advisor/program director suggest the change?
PLEASE CIRCLE ALL THAT APPLY.

Few jobs are available in the field 1
Jobs in the field pay low wages 2
Employers in the field discriminate against women 3
Employers in the field discriminate against ethnic minorities 4

27. What curriculum or academic program are you enrolled in *now*?

_____

_____

IF YOU HAVE NOT DECIDED ON AN ACADEMIC PROGRAM, SKIP TO QUESTION 30

28. At the completion of your program will you receive:

Associate degree 1
Certificate 2
Other (SPECIFY) _____
_____ 3

29. What is the *primary* reason that you are enrolled in this program?
PLEASE CIRCLE ONLY *ONE*.

I am likely to earn a good income in the field 1
I am attracted by the working conditions
(steady work, many available jobs, etc.) 2
I wanted to change or improve my job skills 3
I have an interest or ability in the field 4
Other (SPECIFY) _____
_____ 5

30. What are your *immediate* employment plans when you graduate from *this* college? (For example: "get a job as a secretary," "get a job as a mechanic at an aerospace plant.") If you are planning to transfer to another school, please write "transfer." Be as specific as possible.

_____

_____

FOR WOMEN STUDENTS ONLY:

31. Do you anticipate any sex-related employment problems in these areas?

	Yes	No	
a. Getting hired	1	2	
b. Receiving fair wages	1	2	
c. Receiving fair benefits (retirement, maternity)	1	2	
d. Getting promotions	1	2	
e. Obtaining union membership	1	2	

30

FOR ETHNIC MINORITY STUDENTS ONLY:

32. Do you anticipate any *race-related* employment problems in *these areas*?

	Yes	No	
a. Getting hired	1	2	
b. Receiving fair wages	1	2	
c. Receiving fair benefits (retirement, sick leave)	1	2	
d. Getting promotions	1	2	
e. Obtaining union membership	1	2	

FOR ALL STUDENTS:

33. Do you think that men and women are treated differently at *this* college with regard to:

	Yes	No	
a. Staff attitude	1	2	
b. Faculty attitude	1	2	
c. Administrative attitude	1	2	
d. Financial aid awards	1	2	
e. Course offerings	1	2	
f. Job placement services	1	2	
g. Career counseling services	1	2	
h. Athletic opportunities	1	2	
i. Health care services	1	2	

34. How do you generally rate the following student services at your college?

	Good	Fair	Poor	Not offered	Don't know
a. Athletic facilities	1	2	3	4	5
b. Day-care facilities	1	2	3	4	5
c. Learning resource center	1	2	3	4	5
d. Student union facilities	1	2	3	4	5
e. Women's Center facilities	1	2	3	4	5

	Good	Fair	Poor	Not offered	Don't know
f. Career counseling	1	2	3	4	5
g. Personal problem counseling	1	2	3	4	5
h. Faculty advising	1	2	3	4	5
i. Services for the foreign student	1	2	3	4	5
j. Services for the handicapped student	1	2	3	4	5
k. Orientation programs	1	2	3	4	5
l. Reading/math development courses	1	2	3	4	5
m. Career development courses	1	2	3	4	5
n. Women's awareness courses	1	2	3	4	5
o. Services for the mature student (students over 30 years old)	1	2	3	4	5

35. Please indicate if you *generally* agree or disagree with the following statements.

	Generally agree	Generally disagree
a. It is more important to receive good wages than to like your job	1	2
b. A woman's place is in the home, not the office or the shop	1	2
c. Even if I had enough money to live comfortably without working, I would probably still have a job	1	2
d. Modern conveniences allow a wife to work or go to school without neglecting her family	1	2
e. Employment of both parents is necessary to keep up with the cost of living	1	2
f. The husband should be the final authority in the family	1	2
g. Certain occupations are not appropriate for women	1	2
h. Men should receive higher wages than women because they have to support families	1	2
i. Although there is some discrimination against women, any woman can get the job she desires as long as she possesses the necessary qualifications	1	2

32

CENTER FOR WOMEN'S OPPORTUNITIES
AACJC/AAWCJC
Women's Occupational Education Project

Student Interview Outline

I. Introductory Remarks (to establish a rapport with the students). Sample: "Hi, my name is _____." (Allow student to introduce himself/herself or ask student his/her name.)

"I want to thank you for participating in this project. Let me briefly tell you what this interview is about. Our study is concerned with the status of women on college campuses. We are interviewing students, teachers, and school officials to find out about educational opportunities for women. During this interview I'd like to get your opinion about the educational program at _____(name of school) and learn what you think the school should be doing to help women students. Anything that you say to me will be kept confidential—no one will hear anything about our conversation."

"Do you have any questions before we begin?" (If the student has no questions: "Do you have any questions about the survey form that you filled out?")

II. For Women in Non-Traditional Programs:
(1) a.—Did you ever consider study in a traditional field, like _____ (give example).
b.—Why did you decide against these programs?
(2) a.—What has your experience been with male teachers and students in your program?
b.—Have you had any problems?
c.—What?
d.—What did you do about it?
(3) a.—What do you suggest could be done to make the program more attractive to women?
(4) a.—Do you have female friends in other non-traditional programs?
b.—Have they had any problems?
c.—What?
d.—What did they do about it?

For Women in Traditional Programs:
(1) a.—Did you ever consider study in a non-traditional field, like _____ _____ (give example).
b.—Why did you decide against these programs?
(2) a.—Do you know any women in non-traditional programs?
b.—What do you think about their choice?
c.—Have they any problems?
d.—What?
e.—What did they do about it?
(3) a.—Are there any men in your program?
b.—How do/would you react to them?

III. For Students Who Have Not Declared Their Educational Program:
(1) a.—Are you considering a non-traditional field of study, like _____ (give example).
b.—What are your feelings about these programs?
(2) a.—Do you have any friends in non-traditional fields of study?

(3) a.—What do you think about their choice?
b.—Have they had any problems?
c.—What?
d.—What did they do about it?
(4) a.—Have you talked with a counselor about choosing a field of study?
b.—If answer "N," do you plan to?

IV. For All Women:
(1) a.—There is considerable controversy about women who go to college and work rather than staying at home with a family. What is your opinion with respect to women in general?
b.—With respect to yourself?
(2) a.—Have you met with any type of discrimination in your educational experience?
b.—In your work experience?
(3) a.—How do you think women are generally treated on this campus?
b.—Is the administration sensitive to their needs?
c.—Are you aware of any problems?
d.—What would you do to solve them?

V. For All Men:
(1) a.—There is considerable controversy about women who go to college and work rather than staying at home with a family. What is your opinion?
b.—How do you feel about your wife working?
(2) a.—How do you feel about women as classmates?
b.—Do you think that women are able to do any and all kinds of work?
(3) a.—How do you think women are generally treated on this campus?
b.—Do you think that the administration is sensitive to their needs?
c.—Are you aware of any problems?
d.—What would you do to solve them?

The American Association of Community and Junior Colleges
The American Association of Women in Community and Junior Colleges
WOMEN'S OCCUPATIONAL EDUCATION PROJECT

Faculty Survey Questionnaire

Guidelines for Interviews with Faculty Members

Introduction

Purpose of Project
Purpose of Site Visit
Benefits to College
Purpose of Interview

1. General outline of program offerings and structure.

2. What attracts students to this program?

3. Is there a different enrollment and matriculation pattern for women?

Why?

4. What is the job availability situation?

   What part does the department play in securing employment for their students?

   How effective is the job placement service of the college?

5. What recruiting/advertising techniques do your departments use?

   What do you perceive to be the future of female enrollment in this program?

6. Do you anticipate any race-related employment problems in these areas?

	yes	no
A. Getting hired		
B. Receiving fair wages		
C. Receiving fair benefits (retirement, sick leave)		
D. Getting promotions		
E. Obtaining union membership		

7. Do you think that men and women are treated differently at this college? —with regard to:

	yes	no
A. Staff attitude		
B. Faculty attitude		
C. Administrative attitude		
D. Financial aid awards		
E. Course offerings		
F. Job placement services		
G. Career counseling services		
H. Athletic opportunities		
I. Health care services		

8. How do you generally rate the following student services at your college?

	Good	Fair	Poor	Not offered	Don't Know
A. Athletic facilities					
B. Day-care facilties					
C. Learning resource center					
D. Student union facilities					
E. Women's center facilities					

9. Please indicate if you generally agree or disagree with the following statements.

	Generally agree	Generally disagree
A. It is more important to receive good wages than to like your job		
B. A woman's place is in the home, not in the office or the shop		
C. Even if I had enough money to live comfortably without working, I would probably still have a job		
D. Modern conveniences allow a wife to work without neglecting her family		
E. Employment of both parents is necessary to keep up with the cost of living		
F. The husband should be the final authority in the family		
G. Certain occupations are not appropriate for women		
H. Men should receive higher wages than women because men have to support families		
I. Although there is some discrimination against women, any woman can get the job she desires as long as she possesses the necessary qualifications		

I. *Guidelines for Interviews with Administrators* (Especially Deans of Instruction

For all:

Introductions
Purpose of Project
Purpose of This Site Visit
Benefits to His/Her College
Purpose for Talking to Him/Her

Program Directors
Course Coordinators
Co-op Directors
Dir. Learning Resource Ctrs.
Developmental Course Labs)

II. For those who have direct line supervision for Programs & Curriculum content & Learning Resource or Developmental Labs

a. What has been your general experience with women students?

b. What do you perceive to be the greatest blockage to female student access in your college?

c. What do you perceive to be the greatest blockage to female success in programs/courses that are non-traditional for women? Why are there not more enrolled in non-traditional programs? What can be done to change this?

d. Why do you think more women do not enroll in the better-paying non-traditional occupational programs here?

e. Do students have a voice in curriculum development? How?

f. What are the greatest problems that you encounter in trying to serve women students?

g. What do you perceive to be the greatest problems that you encounter in trying to serve part-time students? (female)

h. What do you perceive to be the greatest problem in trying to serve minority women?

i. What do you perceive to be the greatest problem in trying to serve women? bi-lingual bi-cultural

j. What do you perceive to be the problems in serving young mothers and single parents?

k. What do you perceive to be the future of female enrollment and service/programs for them?

l. What additional courses/programs do you think will be added?

m. Is retrenchment a problem?

n. Are there adequate female faculty/staff "role models" in this college? If not, why? What can be done about it?

III For those *who do not* have direct line supervision for Programs and Curriculum: Ex: Admissions Officers, Financial Aid personnel; Counselors; Placement Staff

a. What has been your general experience with women students?

b. What do you perceive to be the greatest blockage to female success?

c. What has been your experience with women students in this institution? Do you feel that they are treated fairly? If not, why? How?

d. What are the greatest problems (as you perceive them) that female students encounter?

e. What are the greatest problems that female single-parent students encounter?

f. What are the greatest problems encountered by minority female students?

g. What are the greatest problems encountered by older women students?

h. Do you have any experience in trying to help women over 60? What do you perceive to be their greatest problems?

i. What do you think must be changed to better serve women in this institution?

j. Do you feel that there are adequate female role models on staff here? Why? Why not?

k. What do you perceive to be the future of female enrollment and services or programs for women here?

l. Is there adequate financial aid and counseling for women students here? If not, what needs to be added? How will it be funded?

m. Is retrenchment of staff to serve women a problem?

n. Are there female students involved in committee making policy decisions about student services: If yes, how? How many? If not, why not?

o. Why do you think more students are not enrolled in programs that are nontraditional for women? What can be done to change this?

p. What is done to encourage more women to enroll in this college?

q. What sort of "community-outreach" does the college use to attract women students?

NOTE TO INTERVIEWERS: WE WILL TEST MARKET THESE IN PHOENIX. IF THEY NEED REVISION WE WILL SO ADVISE. PLEASE FEEL FREE TO ADD MATERIALS/QUESTIONS TO FIT THE LOCAL SITUATION AND YOUR CONVERSATIONAL STYLE.

Appendix B

Site Interviewers	*Colleges Visited*
Faye Berzon, R.N. Massasoit Community College Brockton, Massachusetts	North Shore Community College Beverly, Massachusetts
Linda Houts Des Moines Area Community College Des Moines, Iowa	Alice Lloyd College Pippa Passes, Kentucky

Jean Jerome Miami-Dade Community College Miami, Florida	Brevard Community College Cocoa, Florida
Barbara McFayden College of the Desert Palm Desert, California	Phoenix College Phoenix, Arizona
Julie Stindt Wayne County Community College Detroit, Michigan	Delta College University Center, Michigan
Alison Paul Hartnese College Salinas, California	Los Angeles Trade and Technical College Los Angeles, California
A. Rae Price The Metropolitan Community Colleges Penn Valley Community College Kansas City, Missouri	State Technical Institute at Memphis Memphis, Tennessee
Nan Wheeles Midlands Technical Institute Columbia, South Carolina	Central Piedmont Community College Charlotte, North Carolina
C. Ann Oxrieder Seattle Central Community College Seattle, Washington	Portland Community College Portland, Oregon

Appendix C

Male Student Responses

35. Please indicate if you *generally* agree or disagree with the following statements.

No./Resp.*		Statement	Generally Agree	Generally Disagree
1247	a.	It is more important to receive good wages than to like your job.	13.5%	86.5%
1236	b.	A woman's place is in the home, not in the office or the shop.	20.0	80.0
1243	c.	Even if I had enough money to live comfortably without working, I would probably still have a job.	78.0	22.0
1226	d.	Modern conveniences allow a wife to work or go to school without neglecting her family.	63.0	37.0
1227	e.	Employment of both parents is necessary to keep up with the cost of living.	60.7	39.3
1221	f.	The husband should be the final authority in the family.	49.7	50.3

*No./Resp. = Number of respondents

1223	g.	Certain occupations are not appropriate for women.	72.4	27.6
1223	h.	Men should receive higher wages than women because they have to support families.	20.0	80.0
1215	i.	Although there is some discrimination against women, any woman can get the job she desires as long as she possesses the necessary qualifications.	67.2	32.8

Female Student Responses

35. Please indicate if you generally agree or disagree with the following statements.

No./Resp.*		Statement	Generally Agree	Generally Disagree
1149	a.	It is more important to receive good wages than to like your job.	5.6%	94.4%
1148	b.	A woman's place is in the home, not in the office or the shop.	5.1	94.9
1148	c.	Even if I had enough money to live comfortably without working, I would probably have a job.	79.9	20.1
1142	d.	Modern conveniences allow a wife to work or to go to school without neglecting her family.	75.5	24.5
1134	e.	Employment of both parents is necessary to keep up with the cost of living.	60.4	39.6
1142	f.	The husband should be the final authority in the family.	28.0	72.0
1133	g.	Certain occupations are not appropriate for women.	46.7	53.3
1138	h.	Men should receive higher wages than women because they have to support families.	6.6	93.4
1125	i.	Although there is some discrimination against women, any woman can get the job she desires as long as she possesses the necessary qualifications.	55.6	44.4

*No./Resp. = Number of respondents

Appendix D

Although vocational testing for career choice assistance has been widely recognized as a counseling tool for over two decades, the community college sample did not reflect the positive goals set by researchers and developers.

Below are the female responses to Question #21.

21. What is your experience with aptitude and interest testing? In answering this question, refer to *vocational* testing, not academic aptitude tests such as SAT. PLEASE CIRCLE *ONE* CODE IN *EACH* ROW.

	Positive experience: I followed the recommendations	Negative experience: I did not follow the recommendations	I don't remember if I took a test here	I never took a test here
a. High school	35.5%	14.9%	25.0%	24.5%
b. *This* college	23.4	3.7	8.2	64.7
c. Employer/union	10.5	1.4	4.2	83.9
d. Government agency (VA, Military, etc.)	8.9	4.1	2.9	84.1
e. Private testing agency	3.9	2.2	3.4	90.5

Only 50.4% had any memory of high school career/vocational testing. Despite the deficiencies and uncertainties that some college women bring to the community colleges upon admission, only 27.1% had any memory of testing by the college. In fact, 64.7% stated that they had no vocational testing during admissions or career counseling.

Interviews with counseling and admissions staff revealed that vocational testing is not generally required for admission.

Brevard has made pioneer efforts to utilize both the paper and Singer lab testing cycles for admission and placement into specialized programs under CETA such as WENDI and WOW.

The oral interviews with female students indicated that in the absence of comprehensive testing programs, important career decisions were often made upon subjective and naive perceptions of skills and job market conditions.

Appendix E

Female Student Responses

33. Do you think that men and women are treated differently at *this* college with *regard* to:

	% Yes	% No	Number of Responses in Sample
a. Staff attitude	10.6	89.4	1075
b. Faculty attitude	12.3	87.7	1076
c. Administrative attitude	9.5	90.5	1056
d. Financial aid awards	9.5	90.5	996
e. Course offerings	10.4	89.6	1055
f. Job placement services	11.4	88.6	986
g. Career counseling services	9.0	91.0	1009
h. Athletic opportunities	24.1	75.9	989
i. Health care services	5.5	94.5	978

Male Student Responses

33. Do you think that men and women are treated differently at *this* college with regard to:

	% Yes	% No	Number of Responses in Sample
a. Staff attitude	11.3	88.7	1202
b. Faculty attitude	12.9	87.1	1205
c. Administrative attitude	10.9	89.1	1187
d. Financial aid awards	11.3	88.7	1104
e. Course offerings	12.1	87.9	1196
f. Job placement services	12.7	87.3	1158
g. Career counseling services	9.1	90.9	1173
h. Athletic opportunities	21.4	78.6	1163
i. Health care services	7.6	92.4	1170

Appendix F

Female Student Responses

34. How do you generally rate the following student services at your college?

	Good	Fair	Poor	Not Offered	Don't Know	# of Respondents
a. Athletic facilities	29.0%	18.4%	5.6%	2.3%	44.7%	1109
b. Day-care facilities	21.8	8.0	3.1	7.0	60.0	1101
c. Learning resource center	55.3	16.5	2.6	.1	25.5	1109
d. Student union facilities	24.7	17.0	7.5	1.6	49.2	1198
e. Women's center facilities	17.0	10.8	5.5	7.1	59.6	1106
f. Career counseling	36.6	21.1	9.4	16.4	16.5	1100
g. Personal problem counseling	22.5	10.9	7.5	25.2	33.8	1100
h. Faculty advising	38.7	17.3	7.0	15.9	21.2	1001
i. Services for the foreign student	14.6	6.0	1.3	32.2	45.8	1093
j. Services for handicapped students	28.6	8.2	1.6	24.3	37.2	1093
k. Orientation programs	24.2	18.6	11.8	16.5	28.9	1094
l. Reading/Math development courses	33.9	14.1	2.6	20.0	29.4	1096
m. Career development courses	33.9	14.1	2.6	20.0	29.4	1096
n. Women's awareness courses	22.4	11.3	5.2	25.2	35.9	1102

Male Student Responses

34. How do you generally rate the following student services at your college?

	Good	Fair	Poor	Not Offered	Don't Know	# of Respondents
a. Athletic facilities	26.3%	24.7%	14.0%	3.9%	29.1%	1222
b. Day-care facilities	16.5	12.7	4.5	6.5	59.8	1210
c. Learning resource center	48.8	24.3	3.7	0.3	22.9	1216
d. Student union facilities	21.9	20.6	12.1	2.5	42.9	1210
e. Women's center facilities	7.9	7.8	3.1	3.4	77.8	1186
f. Career counseling	33.3	24.8	10.4	13.6	17.9	1198
g. Personal problem counseling	19.7	16.4	8.9	20.2	34.8	1189
h. Faculty advising	33.7	24.4	7.7	12.8	21.4	1200

i. Services for the foreign student	15.3	10.8	2.7	24.9	46.3	1192
j. Services for handicapped students	26.4	11.9	3.4	18.0	38.3	1196
k. Orientation programs	21.7	25.0	12.3	14.0	27.0	1191
l. Reading/Math development courses	36.6	21.1	4.0	14.4	23.9	1195
m. Career development courses	41.0	19.9	4.1	13.5	21.5	1194
n. Women's awareness courses	8.2	8.4	2.0	26.8	54.6	1164

Appendix G

Exemplary Programs/Services for Women in Two-Year Colleges Not Included in the Center for Women's Opportunity Occupational Survey

The following is a brief, randomly chosen list of examples of innovative programs designed to provide supportive services to women students in two-year community colleges. Material on support/services programs has been provided by colleges throughout the country to the Center for Women's Opportunities.

1. Bergen Community College
   Paramus, New Jersey
   Sponsors a program in decision making to help people make choices as they relate to personal career and educational alternatives.

2. Cuyahoga Community College
   Cleveland, Ohio
   Supports Project EVE, a counseling and referral service in Continuing Education, Volunteerism and Employment.

3. Diablo Valley College
   Pleasant Hill, California
   Maintains a Women's Re-entry Program which includes skills renewal/academic courses / women's center / counseling / child care/some financial aid.

4. Grossmont Community College
   El Cajon, California
   Provides a program of counseling and support services for low income minority women seeking skills/entry into electronics industry (Title I). (1975-76).

5. Harford Community College
   Bel Air, Maryland
   and
   Essex Community College
   Baltimore, Maryland
   Jointly presented seven workshops in Human Relations for Women Managers dealing with situations and conditions most often affecting women in business, government and voluntary organizations.

6. Indiana Vocational Technical College
   Indianapolis, Indiana
   Sponsors a Community Awareness Program including counseling/entry-support services for women seeking entry into non-traditional areas (Title III).

7. La Guardia Community College Long Island City, New York	Provides a program in counseling/course work for credit or non-credit to assist women to enter and survive in better paying jobs.
8. San Jose Community College District San Jose, California	Maintains, as part of the state Vocational Education system, a program which includes tools, skills, learning modules and self-help projects.
9. Seattle Central Community College Seattle, Washington	Provides a counseling course of life skills analysis for adults seeking labor force entry/re-entry into new fields.
10. Seminole Community College Sanford, California	Sponsors Project 21st Century Woman, which includes counseling, testing, and courses for credit or non-credit.
11. Trident Technical Community College Charleston, South Carolina	Has developed a program to provide outreach, testing, counseling and developmental learning services to female high school students in the 10th and 11th grades who might be recruited into engineering technician programs that lead to well paying jobs. Rural women learn of income options through a series of free workshops and community sessions sponsored annually by the college and community agencies.
12. Grand Rapids Junior College Grand Rapids, Michigan	Women's Resource Center, a community consortium of agencies and institutions funded in part by the United Way but based at the community college, is an example of resource stretching.
13. LaGuardia Community College New York	U.S.O.E. grants to develop comprehensive career counseling and work exploration options for urban women with special support services for minority women.
14. Northampton Community College Bethlehem, Pennsylvania	College at home program delivers modularized credit courses to home bound learners.

Appendix H

Additional Funding Sources

1. *The Vocational Education Amendments of 1976*

The act provides a national mandate for accomplishing eight major types of activity between October, 1977 and 1981. These are: to gather, analyze and disseminate data on the status of male and female students and employees; to

create public awareness of vo-ed programs and activities that reduce sex stereotyping; to develop and support activities that correct problems and deficiencies; to review vocational programs for sex bias; to monitor all personnel laws prohibiting discrimination; to provide assistance to local education agencies or other bodies in overcoming sex stereotyping and sex bias; to review and submit recommendations in the annual HEW program plan and report.

Funding for the first year was set at $5.1 million and will rise to over $20 million in 1981. In a June, 1977, CWO nationwide survey it becomes painfully apparent that two-year colleges were little involved in the development of five-year programs and funding plans for this legislation.

2. *Education Amendments of 1975*

There are a number of funding titles that also address the problem of reduction of sex role stereotyping in vocational education. (Title I, Continuing Education; Title VII, Cooperative Education). Outstanding projects funded in recent years by state educational monies, but little known outside their states, are at Grossmont, CA, Evergreen Valley, CA, Trident Technical College, SC, and Portland Community College, Portland, OR.

3. *The Comprehensive Education and Training Act of 1973*

Though many community college administrators agree with Guadalupe Reyes*, Director of Continuing Education at Black Hawk Community College in Illinois, that CETA requires excessive amounts of time for negotiation with prime sponsors and large quantities of paper work for reporting, three community colleges have had long term success with both Title I and Title III training programs for women. They are: Brevard, Florida (see model programs section for details); Brookdale, New Jersey; and Lansing, Michigan. In February of 1977 over 117 colleges responded to a questionnaire indicating that they were providing training either credit or non-credit to 5,288 women through agreements with local manpower councils.

4. *Career Education Programs CFDA 13.544 USOE*

Funds have been made available during the past several years for innovative programs at a number of two-year institutions including Northern Virginia Community College; La Guardia in New York; and Piedmont Technical College in South Carolina.

5. *Bilingual Education Programs CFDA 13.402 USOE*

1976-7 awards went to such diverse colleges as Kuskokwim, Bethel, Alaska; Pima, Tucson, Arizona; Cerritos and Palomar in California; La Guardia, New York; and Miami-Dade, Florida.

6. *Right to Read Academies CFDA 13.533, USOE*

Waubonsee, Illinois; Kirkwood, Iowa; Butler, Kansas; Bristol and Mt. Wachusett, Massachusetts; NYC and Bronx, New York; Community College of Allegheny County, Pennsylvania; Midlands Tech, South Carolina; Oglala Sioux, South Dakota; Houston, Texas; NE Alabama State Junior College, Alabama; N. Arkansas.

*Reyes, Guadelupe, Jr. "CETA: A Community College Perspective," *Adult Leadership*, February, 1977, pp. 176-177.

7. *National Science Foundation Awards Programs*

NSF has several funding categories that are announced annually. Recently 34 awards were made totalling $970,640 for projects to increase female participation by women in scientific careers. Community colleges included were: S. D. Bishop State Junior College, Alabama; Cerritos, California; Essex, Maryland.

8. *Fund for Improvement of Post Secondary Education*

In January of each year FIPSE welcomes proposals from two- and four-year institutions that focus on improving access to institutions and improving modes of instruction. In recent years there have been few two-year proposals submitted that merited funding. Reasons given included failure to follow RFP instructions.

9. *Women's Educational Equity Act of 1974*

First year of funding was 1976. Two-year colleges that were funded during the first year included: San Jose, California, and Miami-Dade, Fla. In 1977 it is hoped that there will be more two-year colleges represented as the legislation is better known.

10. *National Institute of Education*

NIE welcomes in each of its categorical groups proposals addressing research problems concerning education/work; educational equity and proplems of institutions to meet social problems.

11. *Revnue Sharing Act* funds and *Community Development Act* of 1974 funds can be utilized effectively for vocational programs and services. Though most counties and municipalities have primarily utilized these funds for bricks, mortar and vehicles, it is possible to utilize these funds for human services and training. It requires that colleges get in on the planning cycle of counties and municipalities to participate. It is especially relevant in counties where the unemployment level is high for women. It does require that colleges promote "outreach to budget and planning agencies in the taxing units of their service area."

12. *Mental Health/Mental Retardation Funds* are worth exploring by two-year institutions for counseling, training and services contracts. Portland, Oregon, CC's Sylvania campus has been successful in training women and men independent living and skills under contracts and grants in this field. The food services training program is a model for other colleges to explore as model for upward mobility for the retarded.

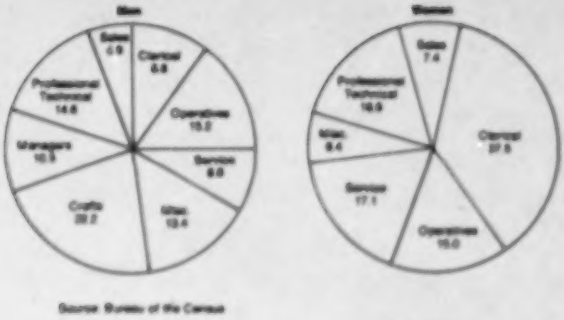
13. *Title XX of the Social Security Act* provides a number of options for training women. It should be noted that there are various interpretations about the utilization of this funding source. Colleges with human services degrees or social service technician programs might find that it could be utilized for such diverse roles as eligibility technicians and peer counselors. Those trained do not have to be current recipients of social security benefits. Many state DPW officials lament that these funds are frequently underspent.

14. The *Small Business Administration* and AACJC have cooperated on a series of regional conferences on funding programs and strategies for assisting small business owners. These conferences reveal that there is an underdeveloped market for assisting women who are running or who seek to manage their own businesses. At the regional level SBA has assisted community colleges in developing one- and two-day workshops for women.

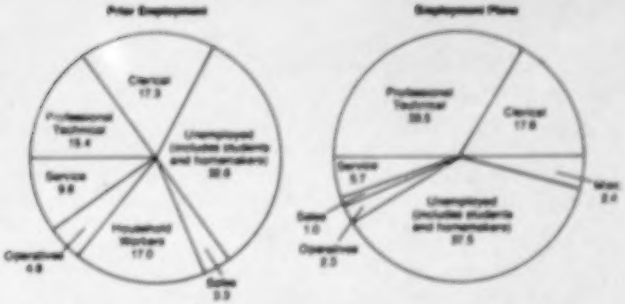
15. Handicapped services as funded through state and federal legislation are just now beginning to provide specific services for handicapped women.

Appendix I

Occupational Distribution 1974



Source: Bureau of the Census

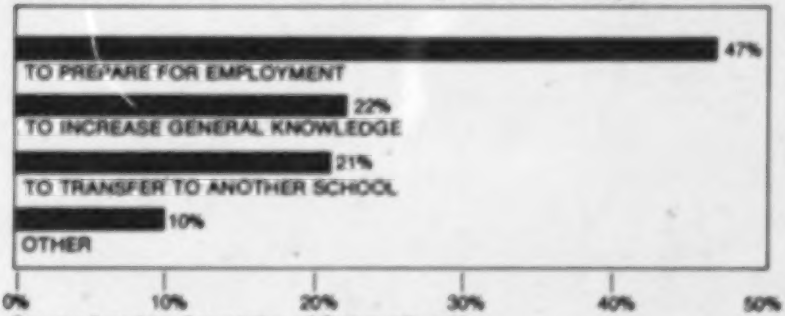


Source: Center for Women's Opportunities, 1977

Appendix J

"What is the primary reason that you are currently attending college?"

Responses from 888 women who are attending Community Colleges



Source: American Association of Community and Junior Colleges, Center for Women's Opportunities

48

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